

## Learning Project WEEK 2- The area you live in

**Age Range: EYFS (Reception)**

### Weekly Maths Tasks (Aim to do 1 per day)

- Watch a Numberblocks clip each day at: [BBC](#) or [CBeebies](#). Use this guide [here](#) to give you ideas on what to do with your children whilst watching an episode.
- Access [EducationCity](#) (**Click on: 'Subjects' – 'Mathematics' – 'EYFS' – 'F1' or 'F2'- Activities**). Focus on counting, finding one more/one less and addition activities.
- *Log in details can be found in your child's red contact book.*
- Practise counting up to 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc.
- Practise recognising and ordering numbers to 20. This can be done through the use of number flashcards. You could create your own using pens and paper, or access them online [here](#).
- Practise addition, by playing our dice addition game [here](#). This can be printed, or instead you can write your number sentences down on a piece of paper.
- Practise Sing Number songs to practice counting, reciting numbers in order, one more, one less using number songs: Five Little Ducks, Five Little Men, Ten Green Bottles.
- Our number of the week is 9. What do you know about the number 9?
  - Can you find the numeral 9 anywhere?
  - Can you count out 9 objects?
  - Can you think of an addition or subtraction number sentence for 9?
  - Discuss with a grown up, or record your response using flipgrid! Click [here!](#)
- Use the 'Tens Frames' or 'Five Frames' on this [game](#) and practise recognising amounts. This can also be done by reading a dice when playing board games, playing with cards, identifying how many food items on the plate etc.
- Practise finding one more and one less by playing a game of matching [bingo](#). It would also help to have access to counting objects for this too. This could be anything like lego bricks, counters, duplo blocks, small toy figurines etc. Select the given amount of objects and then get one more, or take one away from your pile to find one more or one

### Weekly Reading Tasks (Aim to do 1 per day)

- Continue to share a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development. Discuss the characters and events with your child, to ensure they are understanding what is being read to them/ what they are reading.
- This half term, our story is Goldilocks. Where did the 3 Bears live? What was their house like? What makes the Bear's house appealing to Goldilocks? Why do you think she entered?
- Read the story of The Three Little Pigs (or watch on youtube)- Discuss the choices the little pigs make about the materials they use to build their houses. Can children work out the material their own house is made from?
- Children to read their reading book to an adult daily. Visit Oxford Owl for free eBooks that link to your child's book band. You can create a [free account](#). Complete the linked Play activities for each book.
- With your child, look in magazines, newspapers and books for the tricky words they are currently learning. They could use a highlighter to highlight in magazines and newspapers. (*Our red (tricky) words are: I, to, the, no, go, he, she, my, of, said*).

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Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>👉 Daily phonics - Practice the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud c-a-t). <i>Please see the separate sheet below, which details the sounds we have covered in our different phonics groups.</i></li> <li>👉 Access <a href="#">PhonicsPlay</a> and sign up for free, for interactive phonics games (phases 2-4).</li> <li>👉 Access <a href="#">EducationCity</a> (<b>Click on: 'Subjects' – 'English' – 'EYFS' – 'F1' or 'F2' - Activities</b>).</li> <li>👉 <i>Log in details can be found in your child's red contact book.</i></li> <li>👉 Sing Nursery Rhymes and songs together. Add in actions and change the words. Can children think of different rhyming words to add in? Repeat old favourites and learn new rhymes. You can find an A-Z of <a href="#">Nursery Rhymes here</a>.</li> <li>👉 Select 3-4 pictures and captions from the selection <a href="#">here</a>. Mix them up – can children read the caption accurately and find the matching picture?</li> </ul>	<ul style="list-style-type: none"> <li>👉 Practice name writing, using our pre-cursive letters which can be found <a href="#">here</a>.</li> <li>👉 Show your child one of these pictures (without showing them the caption). Encourage them to write a short caption for the <a href="#">picture</a>. Remember to practise writing using our pre-cursive letters which can be found <a href="#">here</a>.</li> <li>👉 Practise sounding out and then writing down 3 or 4 words containing the sound/s your child is currently focussing on. Remember to practise writing using our pre-cursive letters which can be found <a href="#">here</a>. <i>Please see the separate sheet below, which details the sounds we have covered in our different phonics groups.</i></li> <li>👉 Design your dream house. What rooms would you like to have in your house? Encourage children to be as imaginative as they can (e.g. a cinema room, a chocolate room). Can they label their house using their phonics knowledge? (words do not have to be spelt accurately, as long as the children are using their sound knowledge).</li> <li>👉 Write a caption for one of the Pop the Giraffe pictures <a href="#">here</a>. <i>Mrs Worts' phonics group – write 2 words from the picture (e.g. 'Pop', 'bin'). Mrs Hubbard's group – write short sentence. Mrs Branston's group and Mrs Woodcock's group – have a go at writing a longer sentence, or even 2-3 different sentences about the same picture.</i></li> </ul>

**Learning Project - to be done throughout the week**

**The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.**

- 👉 **The rooms in my house**- Support your child to create a map or cross section of their home. Can they name all of the rooms? An adult could hide an object in a room and mark where it is on the child's map. Can they use their map to find the hidden object? Label each room using phonics knowledge.
- 👉 **Gather an object from each room** - Challenge your child to return them to the appropriate room e.g. toothbrush from the bathroom, teddy from their bedroom.
- 👉 **Hide objects** – Hide objects around the room and describe where it is using positional language e.g. "it's under something red" Can your child hide an object and describe where it is for you to find?
- 👉 **Go on a numeral hunt** - Search for numerals around the house (clocks, books, house numbers, car registrations, oven, washing machine). Can they record the numerals on paper?
- 👉 **Find your house on google maps**- Explore using google maps to look at your house from above and on street view. Use the arrows to move up and down the road and around your area. Can children find key places e.g. the corner shop, their school, grandparents houses?

Search for a house in a different part of the world and discuss how it is similar or different to your own.

- 👉 **Junk model your house**- Using old packaging (shoe box, cereal box etc.) support your child to make a model of your house. Can they count how many windows there are and stick on the right amount? Can they write their house number on the front?
- 👉 **Use construction blocks to build your house**- Using lego, duplo, wooden blocks, make a model of your house. Can they add in the rooms and doors in the right places? Write labels to match each room on pieces of paper.
- 👉 **Explore the textures around your house** - Can children find something rough, smooth, bumpy? They could take a wax rubbing of each texture (Lay a piece of paper over the top and rub over with the side of a crayon).

### Additional learning opportunities, linked to our Goldilocks topic

- 👉 **Make porridge** – Make some porridge for the 3 bears. Can you find 3 different sized bowls for each bear (small, medium, large)? Can you write out a simple recipe for making porridge?
- 👉 **Create your own Goldilocks character mask** – Colour it in, cut it out and use a lolly pop stick for a handle. Can you re-enact the story? Mask templates can be found [here](#).
- 👉 **Paint a picture from the story** – you could paint a picture of the woods, the 3 bears' house, or one of the characters. Think carefully about the colours you choose. Will you have to mix any of the paints to create a specific colour?

### Additional learning resources parents may wish to engage with

- 👉 [Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.
- 👉 [Twinkl](#) – To access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.
- 👉 [Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.
- 👉 [EducationCity](#) – All NHA children should have a login to access the resources.

#TheLearningProjects

If you have any queries, please do not hesitate to contact the Early Years teaching team:

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Mrs Worts: [kworts@newarkhillacademy.org](mailto:kworts@newarkhillacademy.org)

**Phonics – which sounds are we learning?  
EYFS (Reception)**

Please find your child's phonics group below to see which sounds they have covered in class. A quick daily recap of all previously learnt sounds is very beneficial for their phonics learning. For support on sound pronunciation, please watch these helpful clips on [YouTube](#).

**Mrs Worts' phonics group**

m a s d t  
i n p g o  
c k u b  
f e l h s h r  
j v y w  
t h z c h q u x n g n k

**Mrs Hubbard's phonics group**

m a s d t  
i n p g o  
c k u b  
f e l h s h r  
j v y w  
t h z c h q u x n g n k

ay ee igh ow

or ar air ir

**Mrs Branston's phonics group**

m a s d t  
i n p g o  
c k u b  
f e l h s h r  
j v y w  
t h z c h q u x n g n k

ay ee igh ow oo oo  
or ar air ir ou oy

**Mrs Woodcock's phonics group**

m a s d t  
i n p g o  
c k u b  
f e l h s h r  
j v y w  
t h z c h q u x n g n k

ay ee igh ow oo oo  
or ar air ir ou oy